

**THE INFLUENCE OF USING MIND MAP TECHNIQUE TOWARDS
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT
AT THE EIGHTH GRADE OF MTs GUPPI BANJIT WAY KANAN
IN THE ACADEMIC YEAR OF 2018/2019**

A THESIS

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By :

TIA DESTIANA
1411040179

Study Program English Education

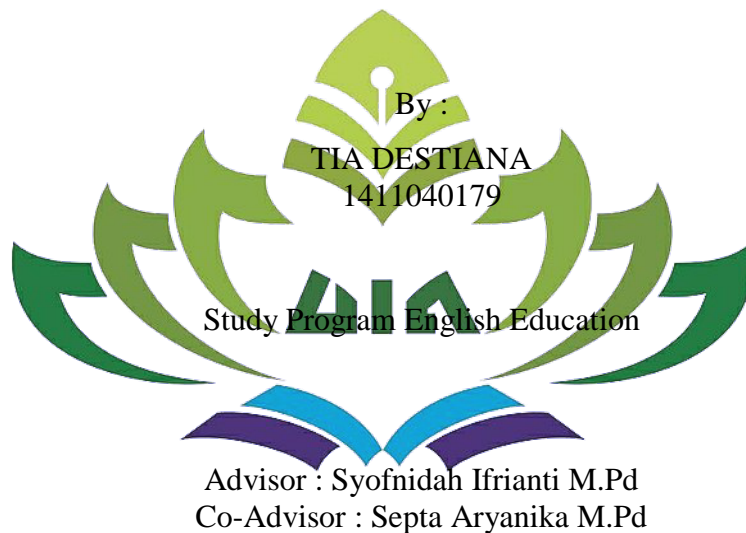


**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
1440 H/2018 M**

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ABSTRACT

**THE INFLUENCE OF USING MIND MAP TECHNIQUE TOWARDS
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THE EIGHTH GRADE OF MTs GUPPI BANJIT WAY KANAN IN THE
ACADEMIC YEAR OF 2018/2019**

**By
TIA DESTIANA**

Reading is the most important activity in any language class and not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language. The students of the eighth grade of MTs GUPPI Banjit Way Kanan still have difficulties in mastering narrative text, they are lack of vocabularies and grammar. The students did not get knowledge to understand how to read a text effectively. Thus, the researcher applied mind map technique to increase students' reading comprehension in narrative text at the eighth grade of MTs GUPPI Banjit Way Kanan in the academic year of 2018/2019.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two class, VIII D and VIII G which consists 56 students. The treatments were held in 3 meetings, 2 X 45 minutes for each. The population of the research was the eighth grade student at MTs GUPPI Banjit Way Kanan. In collecting the data, the researcher used instrument in form of multiple choice question of narrative text. After conducting try-out, the instrument was use pre-test and post-test. The total item of pre-test and post-test were 25 item for each. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analyzed the data. From the data analysis The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of using Mind Map Technique towards students' reading comprehension in narrative text at the eighth grade of MTs GUPPI Banjit Way Kanan in the academic year of 2018/2019.

Key words :Mind Map Technique, Reading, Narrative Text, Quantitative Research.



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TECHNIQUE TOWARDS STUDENTS' READING
COMPREHENSION IN NARRATIVE TEXT AT THE
EIGHTH GRADE OF MTs GUPPI BANJIT WAY
KANAN IN THE ACADEMIC YEAR OF 2018/2019.**

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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING MIND MAP TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE EIGHTH GRADE OF MTs GUPPI BANJIT WAY KANAN IN THE ACADEMIC YEAR OF 2018/2019**, By: **TIA DESTIANA, NPM: 1411040179**, Study Program: English Education, was tested and defended in the examination session held on: Friday, December, 21th, 2018.

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DECLARATION

I hereby state that this thesis entitled The Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي
عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Read in the name of your Lord Who created. He created man from a clot. Read and your Lord is Most Honorable, Who taught (to write) with the pen taught man what he knew not.(Q.S Al-alaaq :1-5)¹



¹Abdullah YusufAli, *The Meanin god The HolyQur'an 10th Edition* (Maryland :AmanaPublications,2004),p.227.

DEDICATION

The researcher dedicates this thesis to:

1. Her beloved parents, Mr. Usman and Mrs. Martinawati who always pray and support for his success.
2. Her beloved brother Adian Saputra who always support me.
3. Her best friends who always support me and all members of PBI C 2014.
4. Her almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher name is Tia Destiana. She was born on June 20th, 1996 in Sukarame, Way Kanan. The researcher lives in Simpang Asam, Banjit, Way Kanan. She is the second child of two children of a lovely couple Usman dan Martinawati.

She began her academic study to SDN 01 Simpang Asam Banjit, Way Kanan in 2002 and graduated in 2008. Then, she continued her study to MTs Nurul Islam Banjit Way Kanan and finished in 2011. After that, she continued to SMAN 01 Baradatu Way Kanan and graduated in 2014. In the same year, she continued to study in English Education study Program of Tarbiyah and Teacher Training Faculty the State Islamic University of Raden Intan Lampung.



ACKNOWLEDGMENT

Praised be to Allah, the almighty God, the most Merciful, and the most Beneficent, for blessing the researcher with her mercy and guidance so that this thesis entitled “The Influence of Using Mind Map Technique Towards Students’ Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019” can be finally completed. This thesis is submitted as a part of the requirement for S-1 Degree in English Education Study Program UIN Raden Intan Lampung. Without help, supports and encouragement from several people and institution, this thesis would never comes into existence. The researcher is also grateful to many people who contribute their ideas and time. First of all, the deepest respect and gratitude would be addressed to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
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6. Mrs. Desi Novita Sari, S.Pd.Ias the English teacher at MTs GUPPI Banjit Way Kanan who gave the guidance and spirit to the researcher in conducting this research.
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8. Her beloved friends in boarding house Sayu mainingsih, S.E, Riska Puspita Sari,S.Pd, Revi Andini,S.Pd, Ina Fauziah, Jelita Fitriasih, who always give motivation on completing this thesis.
9. My beloved Dedek Setiara, who always give motivation on completing this thesis.
10. Her beloved Friends in English Departement Sri Lestari, Ria Anggraini, Urbak Nurul Utami, Selvy Roja, Umi Affifa, Fitria Dewi Nurfatin, and PBI C 2014, who always give motivation on completing this thesis.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. May Allah the most merciful give goodness and blessings for all guidance and help that have been given to the researcher. For this, the researcher hopes that this thesis will be useful for the readers.

BandarLampung, October 2018
The Researcher,

Tia Destiana

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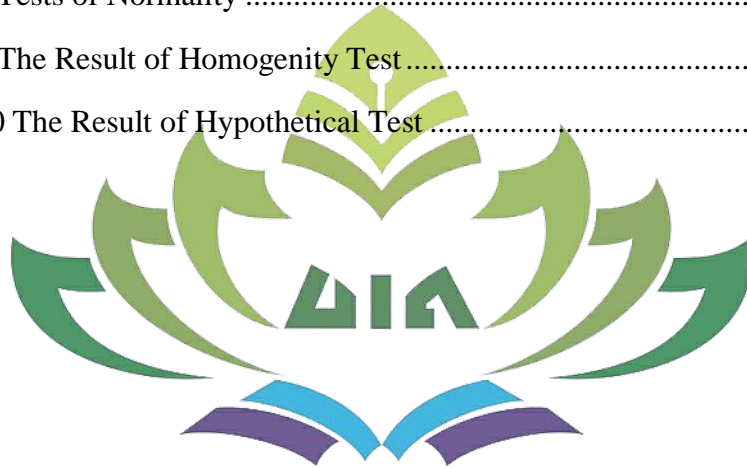
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. It is used and learnt by almost of countries in the world. There are many language in the world, one of them is English. To face the globalization era, people should learn and use this language.¹ It means that English is very important position in almost every aspect in our life.

In the world, many people use international language to communication, commerce, and trade. One of international language used by people is English as a world language.² It is very important nowadays it is the language of globalization, international communication, commerce, and trade. English is a global language, which is spoken by many people in the world. Besides, English has a role a language of science, technology and art. People who are able to communicate in English will get information and knowladge easier.

In Indonesia, English has position as foreign language. According to Harmer that “English as a foreign language is generally taken to aply the students who one studying general English at the school and institutes in their country or as transitory visitors in a target-language country”.³

¹M.F Patel and Praven M.Jain, *English Language Teaching: Methods, Tool & Technique* (Jaipur: Sunrice Publisher & Distribution, 2008),p.6.

²Geoffey Broughton, Cristoper Brumfit etc, *Teaching English as a foreign Language*, (University of London Institue of Education, 2003), p.6.

³Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longmen Group UK Limited 4nd Edition, 2007), p.39.

From this statment, we know that English has been introduces at school levels such as elementary school, junior high school, senior high school, and university level.

English has four skills, these skills are important part in communication. The skill are listening, speaking, reading, and writing. Reading is one of important aspects to learn language. Reading is very essential to get information from the text. In reading activity, reader should understand the idea which is delivered by the writer in text.

According to Patel, reading is the most important activity in any language class and not only a source of information and a pleasurable activity but also as a mean of cosolidating and extending one's knowladge of the language.⁴ It means that reading is a process which done by the reader to get the information from printed words or written symbols. Furthermore, by reading also the students can understand the writter means.

According to Siahaan, narrative is any written English text in which the writter wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.⁵ It means that narrative text is kind of the text that tell the reader about story, as if the reader take part in the story that purposed to amuse the readers.

⁴M.F Patel and Praven M.Jain, *Op.Cit*, p.113.

⁵Sanggam Siahaan, *The English Paragraph* (Yogyakarta: PT Graha Ilmu, 2008), p.73.

Based on the preliminary research data obtained by interviewing the English teacher Desi Novita Sari S.Pd.I most of students of MTs GUPPI Banjit Way Kanan have little exposures to use their English in real life situation especially in reading. The students have difficulty to find main idea and do not understand about the text. The teacher has used reading aloud technique to teach reading there. But the students still get low score in reading especially in narrative text. Reading does not only pay attention to symbols, pronunciations, but also must use the brain, here the teacher uses a reading aloud technique has not trained critical thinking. The researcher helped her to use the mind map technique because by using mind map techniques students were trained to understand their reading and critical thinking. Standard score in this school is 70 the following is the table of reading score at MTs GUPPI Banjit Way Kanan.

Table 1
Students Score for Reading Narrative Text at the Eighth Grade of MTs
GUPPI Banjit Way Kanan at Academic Year 2018/2019

No	Class	Score		Total
		<70	≥70	
1	VIII A	16	13	29
2	VIII B	20	9	29
3	VIII C	17	14	31
4	VIII D	14	14	28
5	VIII E	22	9	31
6	VIII F	19	10	29
7	VIII G	16	12	28
Total		124	81	205
Percentage		60,5%	39,5%	100%

Source: Document of Reading Comprehension Text Score of an English Teacher at MTs GUPPI Banjit Way Kanan 2018/2019.

From the data above, many students got low score because their score was under the KKM of English lesson at school. KKM of English lesson at school is 70.⁶ There are 124 students failed category (60,5%) and 81 students in passed category (39,5%). It can be inferred text is relatively low. The teacher said that difficult aspect in teaching reading in narrative text such as grammar and vocabulary. She also said that the students felt difficult to understand generic structure about text. It indicates that the most students still face difficulties in reading narrative text. By interviewing some students, the researcher found that every student likes and dislikes reading texts, those factors make the student do not like English because they do not understand the meaning of sentences, especially in narrative texts. because the text is so long it makes students bored and lazy to read the text and sometimes the teacher in the school does not use the right technique to read the text so students find it difficult to read the text effectively.

After doing preliminary research, the researcher concludes that the students are interest to learn English by providing them with appropriate technique which able to improve there score in learning English. In the teaching and learning proces there were many kind of good technique that can be applied by the teacher, one of which Mind Map Technique.

Mind Map is the easiest way to get information into brain and take information out of the brain, a creative, effective way of recording, and literally will map our

⁶Devi Novita Sari, *Interview an English Teacher*, MTs GUPPI Banjit Way Kanan.

thoughts in a simple way.⁷ It means that Mind Map is a tool to make it easier to get information in a text by recording and creating maps.

Mind map technique has been researched by Lani, It was found that the mind map technique is one of many reading techniques which encouraged the students to improve their skills of reading. When they could improve their reading skills, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students' reading skills were improved after the researcher implemented some actions in the classroom. From the findings above, it can be implied that the teacher should use this technique because it has some benefits in teaching reading and can improve the students' comprehension because they have mastered the skills of reading. It is also suggested for other English teachers to use this technique in the classroom in the reading teaching and learning.⁸

Another research was conducted by Een. The result, there is a significant influence of using concept Mapping toward students' descriptive paragraph writing ability of the first semester of the tenth grade of SMAN 2 Liwa.⁹

⁷Tony Buzan, *Buku Pintar Mind Map* (Jakarta: Gramedia Pustaka Utama, 2005), p.2.

⁸Lani Suryani, Improve Students Reading Skill by Using The Mind Map Technique at SMAN 1 Kretek in the Academic Year 2013/2014, *Thesis*, English Departement Faculty of Language and art University of Yogyakarta, 2015.

⁹Een Efrianti, The Influence of Using Concep Mapping Towards Students Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic Year of 2015/2017, *Thesis*, English Departement Tarbiyah and Teacher Training Faculty State Insitute of Islam Stiudies Raden Intan Lampung, 2016.

Based on discussion of previous researchs, the similarities previous researcher and their research were the tehniqe which used, skill of English and narrative text, but the research has done this research on experimental research, because the previous research used classroom action research and the differences is there research has been done quasi experimental research. So she conducted the research in titled The Influence of Using Mind Map Technique Toward Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background the problem above, the researcher identifies as follows:

1. The students' have difficulties in mastering narrative text.
2. The students' are lack of vocabularies and grammar.
3. The students' did not knowledge to understand how to read a text effectively.
4. The students' reading comprehension is low.

C. Limitation of the Problem

Based on the identification above, the researcher would like to limit the problem of the research focused on The Influence of Usinf Mind Map Technique Toward Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in Academic Year of 2018/2019.

D. Formulation of the Problem

In this research, the researcher formulated the problem as follows: is there a significant The Influence of Usinf Mind Map Technique Toward Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in Academic Year of 2018/2019 ?

E. Objective of the Research

The objective of this research is to find out whether there is a dignificant The Influence of Usinf Mind Map Technique Toward Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in Academic Year of 2018/2019.

F. Used of the Research

The researcher expects that this research can be useful for researher, English teacher, and for the students:

1. For the Teacher

By using Mind Map Technique, the teacher can improve their creativity in teaching process so that goal of learning can be achived.

2. For the Students

It is hope that the students are interested and motivated in learning English can improve by using Mind Map Technique.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students the first semester of the eighth grade of MTs GUPPI Banjit Way Kanan Academic Year of 2018/2019.

2. Object of the Research

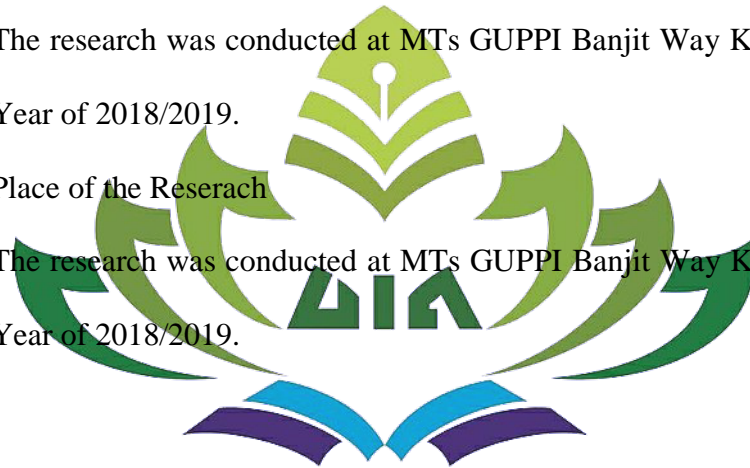
The object of the research used Mind Map Technique in teaching reading in narrative text.

3. Time of the Research

The research was conducted at MTs GUPPI Banjit Way Kanan Academic Year of 2018/2019.

4. Place of the Reserach

The research was conducted at MTs GUPPI Banjit Way Kanan Academic Year of 2018/2019.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theory

1. Concept of Reading

In teaching learning process, reading is one of basic skill that students must be mastered, in the classroom, reading subject is used as an opportunity to teach pronunciation. Setiyadi said that reading will be given as soon as language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work.¹ It means that, reading is very important in the classroom and ability for language learner.



أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ أَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Read in the name of your lord who created. he created man from a clot. read and your lord is most honorable, who taught (to write) with the pen taught man what he knew not. (Q.S Al-alaq :1-5).²

¹Bambang Setiyadi, *Op.Cit*, p.27.

²Abdullah Yusuf Ali, *The Meaning Gof The Holy Qur'an*, (Maryland: Amana Publication 10th Edition, 2014), 227.

In the verse above, it is revealed in the beginning of prophet Muhammad SAW era, he has given an example symbolically for moslem to read as the strasting step for gaining the knowladge. By strengthening reading skill, learners will make greater progress and development in all other areas of learning.

According to Patel, reading is the most important activity in any language class and not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's kowladge of the language.³ It means that reading is a process which done by the reader to get the information form printed words or written symbols. Furthermore, by reading also the students can understand the writter means.

Reading is one of the most important skill for learning is reading. You'll read to learn about new information and ideas, including studies, article, repots, and so on.⁴ It means that reading is very important to get information or knowledge.

2. Types of Reading

According to Harmer, there are to types of reading process: intensive and extensive reading.⁵

a. Intensive Reading

The term intensive reading, on the other hand, refers to the detiled focus on the contruction of reading texts which takes place usually in classroom. Intensive reading means shorters texts to extract specific

³M.F Patel, Prevan M.Jain, *English Language Teaching* (Jaipur: Sunrice, 2008), p,113.

⁴Shelley O'hara, *Improving Your Study Skills* (United States of America: Wiley, 2005), p.41.

⁵Jeremy Harmer, *Op.Cit*, p.99.

information this activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given. Example: Reading dosage instruction for medicine.

b. Extensive Reading

Extensive reading refers to reading which students do often away from the classroom. Reader deals with a longer as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure. This is a fluency activity, mainly involving understanding. Example: Reading a newspaper article, short story or novel. The main ways are:

- 1) Scanning, we only try to located specific information and often we do not even follow the lincarity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.
- 2) Skimming, we go thorough the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.⁶

⁶*Ibid.*p.100

3. Purpose of Reading

Everyone has a purpose in reading the text either to get information about something or to get entertainment. Harmer says the purpose of reading in relation with the teaching of reading into purpose:

a. Reading for Information

This activity is teaching the recognition and interpretation of text type, which contain information. An over all emphasizes on topics within each text type.

b. Reading for Meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in text.

c. Reading for Pleasure

This is benefit to teach recognition and the ways of reading those texts often associated with reading for pleasure.⁷

4. Concept of Reading Comprehension

Reading is a process which done by the reader to get information and understand the writer means in printed words of written symbol. Reading is also on of receptive skills in English, means reading is important skill in teaching especially English. Reading only is not enough the essential one is reading with good

⁷Jeremy Harmer, *Op.Cit*, p.99.

understand. Tankersley state, comprehension is the center reading.⁸ In other word, no reading occurs without comprehension. She also says comprehension is the heart of reading process and bring our life experince to the act of reading.⁹

Reading comprehension is a process where by a message intended by the writer is recognize by the reader against the backgraound of information already stored in the reader's memory, function in the procces of interpreting new information and allowing it to enter and become a part of the knowladge store.¹⁰

Comprehension means that the reader gets new information and understand what they have not understood yet, after they read. In addition, brown states that reading comprehension primarilly a matter of developing appropriate, efficient comprehension strategies.¹¹

It means comprehension is the process to conctruct meaning to understand about something and make the students are able to answere and understand a descriptive reading question form.

There are some criteria are commonly used in measuring students reading comprehension abillity, they are as follows:

- a. Main idea (topic)
- b. Expression/ idiom/ pharases in context.
- c. Infrence (implied detail).
- d. Gramatical features.

⁸ Karen Tankersley, *The Thereads of Reading Strategies for Literacy Development*, (Alexandria: ASCD, 2003),P.90.

⁹*Ibid.* P.114.

¹⁰ Syofnida Ifrianti, *Improving Reading Comprehension*, (Fakultas Tarbiyah dan Keguruan IAIN Raden Intan lampung, 2010), p.16.

¹¹ H. Douglas Brown, *Teaching by Principles, an Interactive Approach to Language Pedagogy* (San Fransisco: Longman, 2001), p.306.

- e. Detail (scanning for a specifically stated detail).
- f. Excluding facts not written (unstated detail).
- g. Supporting idea.
- h. Vocabulary in context.¹²

Based on the theories, it can be concluded that reading comprehension is a process done by reader to get information contained in the text namely by understanding an existing text reading.

5. Concept of Teaching Reading Comprehension

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends on reading. The teacher must be able to motivate students by selecting material and choosing appropriate technique. In English language teaching, the teacher of reading should be the main priority for the teacher to be considered when the students begin their schooling.

Murcia states that the learner will achieve learning goal when the act of learning reading is the main of learning and the main of reading instruction is the set of task.¹³ It means that teaching reading, requires reading tasks to be done by students to improve the reading skill in order to achieve their learning goals including academic goals and real life goals.

¹²H. Douglas Brown, *Language Assesment Principle and Classroom Practices*, (San Francisco: Longman, 2003), p.206.

¹³Celce Murcia, *Teaching Language as a Second or Foreign Language*, (Washington: Heinli Thomson Learning, 2001)., p.12.

There are many considerations in teaching reading. The teacher has presented in the predicting section is a set of what they believe are the most important principles. However, each of these principles must be adapted for a specific context, for a specific language, and for students of different abilities. Teaching reading is difficult work. Teaching must be aware of the progress that students are making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the text and to be able to learn from them.¹⁴ It means that in teaching reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

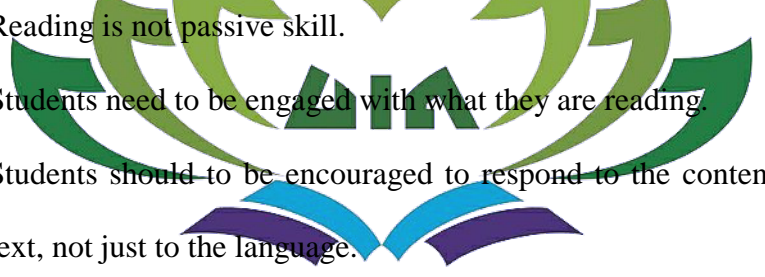
understanding to activate the students' vocabularies and background information related to the text because in reading comprehension the more the readers have schema related to the reading text the more they get understanding. In this study the three of main theories were used in teaching procedure as shown in Three main theories using in teaching procedure.

Theories	Teaching procedure
1. Mind mapping	<ul style="list-style-type: none"> - Teaching vocabularies in pre- reading stage - Represent understanding in reading comprehension in post- reading stage

¹⁴Elizabeth, S. Pang, dkk, *Teaching Reading*, (Bellegarde, Sag, 1986), p.21.

2. Constructivism	<ul style="list-style-type: none"> - Brain storming to activate vocabularies schema in pre-reading stage - Working in groups to answer comprehension questions during while reading stage - Constructing mind maps and present it to class.
3. Schema theory	<ul style="list-style-type: none"> - Activate vocabularies' schema in pre-reading stage

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are:

- 
- Reading is not passive skill.
 - Students need to be engaged with what they are reading.
 - Students should be encouraged to respond to the content of a reading text, not just to the language.
 - Prediction is major factor in reading.
 - Match the task to the topic.
 - Good teacher exploit reading texts to the full.¹⁵

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowlegde that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach

¹⁵*Ibid*, p.70.

reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

6. Concept of Text

A text is meaningful linguistic unit a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.¹⁶ It means that a text is a number of words to give a message to somebody in written or spoken.

According to Emilia that, text defined as words or phrases that are woven to create a unified whole or words or sentences woven together to create a single whole. She also says text is a complete unity of language in social and contextual, which may be in the form of spoken or written language and preferably from start to finish, if a text does not have a complete organization structure then the text will not clear.¹⁷

From the explanation above, it can be concluded that text is a original word of something written, printed, or spoken in contrast a summary paraphrase that used to deliver message or information from the writer to the reader. There are many kinds of text in English for teaching and learning.

¹⁶Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1.

¹⁷Emi Emilia, *Pendekatan Gender-Based Dalam Pengajaran Bahasa Inggris Petunjuk Guru*, (Bandung: Rizki Press, 2004), p.2.

7. Text Types in English

According to English syllabus for junior high school there many kinds of text that are taught in junior high school. They are, recount, procedure, descriptive and narrative text.

a. Recount

Recount text is a piece of text that retells past event usually in order in which they happened. The generic structure is orientation, record of event and reorientation. While its language features are focuseson the participant, used time connective and conjunction, use past tense, and use adverb and adverb phrase.

b. Procedure

Procedure text is instruction how to do and how to makesomething through a sequence of step. The purpose of procedure text is to describe how something if this text is goal, material and steps. The language feature of procedure text are how to make sandwich, how to make a cup of coffee, how to make an omelet, etc.

c. Descriptive

Descriptive text describes person, place or thing.¹⁸ Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. Teh language feature of descriptive text is focus on specific participants, use of adjectives and adverb and use of simple

¹⁸Petter Knapp and Megan Watkins, *Gendre, Text, Grammar*, (Sidney: UNSW Press, 2005),p.98-99.

present tense. The example of descriptive text such as Borobudur and Prambanan Temple. Thing such as plant, for example Reflessia Arnoldi.

d. Narrative

Narrative text is a piece of the text which tells a story to entertain and inform the reader and listener.¹⁹ The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, Mouse Deer and Crocodile, Malin Kundang, etc.

Based on the explanations above, it can be concluded there are many kinds of texts in teaching writing for students of junior high school and each students must be able to understand the generic structure and language feature of the texts.

8. Concept of Narrative Text

According to Siahaan, narrative text is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.²⁰ It means that narrative text is kind of the text tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers.

According to Knapp, narrative text is a piece of the text which tells a story to entertain and inform the reader and listener.²¹ The generic structures of narrative

¹⁹*Ibid*, p.8.

²⁰Sanggam Siahaan, *Op.Cit*, p.73.

²¹Petter Knapp and Megan Watkins, *Op.Cit*, p.8.

text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and conjunction uses saying verb.

According to Pardiyono Narrative is story that talk about past actions or events that cause problems and give reason to the reader.²² It means that narrative text is a story of the past to invite readers to know about past events or events.

Based on the those theories, it can be concluded that narrative is a text that retell the actual or vocarious experience that is done in the past to entertain and to give the moral lesson for the reader.

a. Social Function of Narrative Text

The social function of narrative text is to amuse entertain and to deal with actual or vicarious experience indifferent ways, narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²³

It means that the purpose of narrative is to give to entertain and deal with actual or vicarious experince indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication which the problem aries. The resolution comes to solve the problem in story narrative.

b. Generic Structure of Narrative Text

The generic structure of narrative text, they are:

²²Pardiyono, *Pasti Bisa! Teaching Genre-Based Writting*, (Yogyakarta: Andi, 2007),p.8.

²³Sanggam Siahaan, *Op.Cit*, p.1.

1) Orientation

The readers are introduced to the main character and possible some minor character. Some indication is generally given of where the action is located and when it is talking place.

2) Complication

The complication is pushed along by a serious of events, during which are usually expect some short of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve than main characters and oven serves to (temporally) towards them from teaching their goal.

3) Resolution

In this part, the implication maybe resolution for better of worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative text which leaves us wondering 'how did it end').

4) Coda

Coda is an optinal structure in a narrative. In this part, the narrator includes a coda if these is to be moral or message to be learned from the story.²⁴

²⁴Antono Wardiman, dkk, *English in Focus For Grade 8 Junior High School*, (Jakarta: Pusat Pembukuan Departemen Nasional, 2008), p.136.

It means that the generic structure story is orientation, complication, resolution and coda or moral lesson in a text the read. So that, the generic structure of narrative story can be only four steps, they are orientation, complication, resolution, and coda.

Based on the description in making a narrative text, people have know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. These are some generic structure of narrative text, they are, orientation, complication, resolution, and coda. In this research, the writer applied orientation, complication, resolution, and coda in making narrative text because it appropriated with textbook in the school.

From the statment above, the research concludes that the generic structure of narrative text including, introduces orientation to lead the writers to the context, it is continued by complication, which tells about events and solve problem in a narrative, and then solution of problem in resolution.

The following is the example of narrative text:

Snow White

Orientation	Long ago, in the Neverland, there lived a very beatifful princess, Show White. The Queen was her step mother. She was very jealous of her beauty, so she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There
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	she made friends with seven dwarfs and they lived happily.
Complication	Unlucky the evil queen knew that Snow White was still alive and lived in the forest, so she went there to kill her. The Queen turned into a witch. But Snow White did not realize. It the witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.
Resolution	In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

9. Concept of students' reading comprehension in narrative text

Reading comprehension is the students "ability to comprehend and understand the reading material (narrative of legend) that gives information to the readers and how to catch main ideas in the text."²⁵ Therefore, the goal is gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text students develop

²⁵ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.28.

mental models, or representation of meaning of the text ideas during the reading process.

According to Burden and Byrd in Emayanti's thesis, there are two factors that influence the students' reading comprehension and they are related one other, they are internal factors and external factors. The first is internal factor (personal factors), it means that the factors which come from the reader. This factor deals with self-motivation and interest. Motivation plays an important role in comprehending the text. The students will be motivation to read when they feel that they need something from the text. The motivation can be intrinsic (to increase the reader's competences) and extrinsic (to get a reward).²⁶

Besides motivation, interest also becomes one of the important factors in order to means that he or she will get a good result. On the other side, if the reader has no interest to read it will make reading without understanding. The second is external factors, the external factors have a close relationship to reading material and reading teacher. Both of those factors are related to each other.

Narrative is a text which tells problematic story in the past and gives the resolution of the problem in the end of the story. Whose purpose is to amuse or intertants to the readers or listener.²⁷ While the generic structure are orientation (introducing the characters of the story, the time and place the story happened), complication (series of events which attempts to solve the problem) and resolution (the ending of story).

²⁶Nanda Elmayanti, *English Language Teaching Achievment in Rwading Comprehension*, (Medan: ELT Forum, 2013), p.1.

²⁷Sanggam Siahaan, *Op.Cit*, p.3.

Based on those explanations, it can be concluded that students' reading comprehension is the ability to comprehend the reading material that give information to the readers, by presenting the supporting arguments with the good ability to deal with the question related to main idea, expression/idiom, inference, grammatical feature, detail, excluding fact, supporting idea, and vocabulary in context.

10. Concept of Approach, Method, Strategy, and Technique

An approach could be seen as perspective, ideology, belief or theoretical stance on something. It encompasses a set of logical assumptions that could be made for better comprehension of issues. It could also be seen as a term that births systematic plans and the strategies that will use to achieve particular objectives. Jack C. Richard in his book identified three levels of conceptualization and organization, which he termed approach, method, strategy, and technique. He said that An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.²⁸ According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified.²⁹ It means that approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.

²⁸ Jack C. Richard and Theodore S. Rondgers, *Approches and Methods in Language Teaching* (United states of America : Cambridge University Press, 1999), p. 15

²⁹ Anthony, E. M, *Approach, Method and Technique. English Language Teaching* (United States of America: Cambridge University Press, 1963), p.7

Jack C. Richard said that method is an over all plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.³⁰ It means that method is a target plan or set of orderly procedures that are based on a credible approach. It reveals what needs to be done in a systematic way and how to focus on achieving those goals.

Strategy is specific behaviors or thought processes that students use to enhance their own L2 learning. Which means steps or actions taken for the purpose of winning a war. A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions 'make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situation.

According to Jack C. Richard technique is implementational which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective.³¹ Techniques must be consistent with a method, and therefore in harmony with an approach as well. A technique is a precise strategy, concrete trick or a tested and trusted tip that's designed to help reach and goals. It could be in form of an exercise or just any activity that you

³⁰*Op. Cit*, p. 15

³¹*Ibid*, p. 15

have to do to complete the mission. Technique also is a procedure or skill for completing a specific task.

11. Mind Map Technique

Mind Map is the easiest way to get information into the brain and take information out of the brain, a creative, effective way of recording, and literally will map our thoughts in a simple way.³² It means that Mind Map is a tool make it easier to get information in a text by recording and creating maps.

According to Mapman, “Mind Map is when an idea, word, or concept is explored through a diagram”.³³ It means that Mind Map is an alternative tool for creating a diagram containing the main ideas or words that you get when you read.

Budd said in Samshudi research, that a Mind Map is a graphic organiser in which the major categories radiate from a cetral idea and sub-categorias are represented as branches of larger branches. It is a visual tool that can be used to generate idea, take notes, organise thingking, and develop concept.³⁴ It means that a Mind Map as a hraphic technique that can develop concepts, organize thinking, create the idea in creatiove form represented as branches.

Based on the theories, it can be concluded that Mind Map is expression of the human mind to make maps of creative idea to understand and remember and also very effective for getting information contained in a text reading. On the other

³²Tony Buzan, *Buku Pintar Mind Map* (Jakarta: PT Gramedia Pustaka Utama, 2005), p.2.

³³Michelle Mapman, *Lear With Mind Map*, p.8

³⁴Samhudi, *The Use of Mind Map Technique in Teaching Vocabulary*, (Dosen Stain Malikussaleh Lhokseumawe, 2008), p.1.

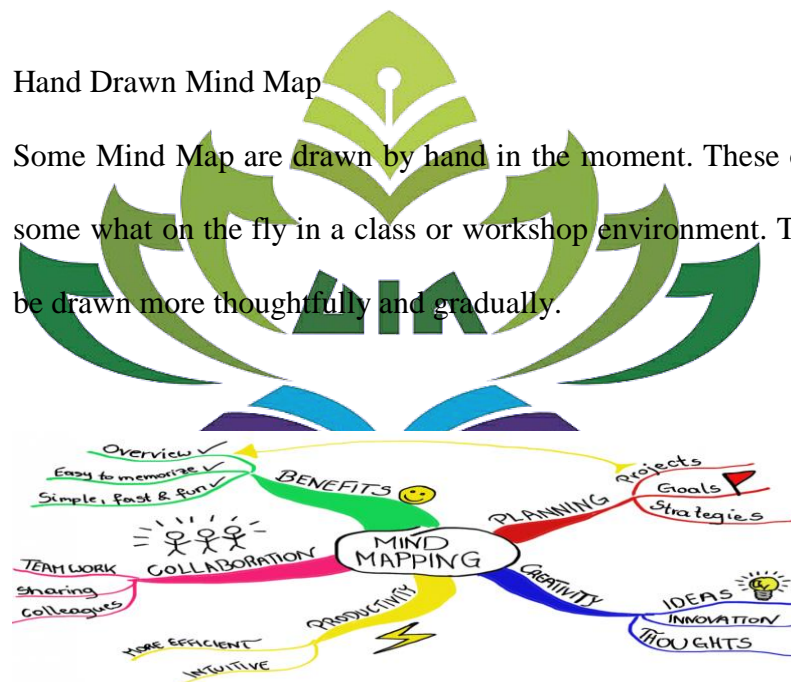
hand, Mind Map for the learner to develop excellent reading comprehension by talking about expressing idea, making reading very enjoyable, mastering vocabulary, improving reading comprehension, and no less important.

12. Types of Mind Maps

Mind Maps can address a variety of topics and can take on a variety of forms, there are two formats that will be used to create them. The Mind Map will be hand drawn or it will be computer generated.

a. Hand Drawn Mind Map

Some Mind Map are drawn by hand in the moment. These often happen some what on the fly in a class or workshop environment. They can also be drawn more thoughtfully and gradually.



b. Computer Generated Mind Map

For those people who want to create Mind Map but don't feel artistically inclined enough to draw one hand, there are computer programs that you can use to create them as well.³⁵

³⁵Michelle Mapman, *Op.Cit*, p.53-54.



13. The Procedure of Mind Map Technique

According to Tony Buzan there are seven steps in making Mind Map:

- a. Start in the center of a blank turned sideways.
- b. Use a image or picture for your central idea.
- c. Use colours throughout.
- d. Connect you main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
- e. Make your branches curved rather than straight-lined.
- f. Use one key word per line.
- g. Use image throughout.³⁶

14. The Functions of Mind Map

According to Prayuli there are some finctions of Mind Map, these are:

- a. To make active all part of brain.
- b. To make people (learners) be focus in main topic.

³⁶Tony Buzan, *Op.Cit*, p.15.

- c. To help show the relation among part of information that mutual separated.
- d. To give a certain illustration in whole and detail,
- e. To help grouped the concept and compre it.³⁷

15. Advantages and Disadvantages of Mind Map Technique

a. Advantages of Using Mind Map

- 1) They automatically inspire interest in the students, this making them more receptive and co-operative in the classroom.
- 2) They make lesson and presentations more spontaneous, creative, and enjoyable, both for the teacher and the students.
- 3) Rather than remaining relatively rigid as the years go by, the teacher's notes of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
- 4) Because Mind Map present only relevant material in a clear and memorable form, the students and to get batter marks in examinations.
- 5) Unlike liner text, Mind Map show not just the facts but the relationship between fact, thus giving the students a deeper understanding subject.
- 6) He psysical volume of lecture notes is dramatically reduced.³⁸

³⁷Prayuli, *Improving Students Vocabulary Matery in Using Mind Map* (Salatiga: English Departement of Education Facualy State Islamic Studies Institute (STAIN), 2011), p.26.

³⁸Tony Buzan, *Op.Cit*, p.232-233.

b. Disadvantages of Using Mind Map

Eppler says in Davies that there are some disadvantages of Mind Map in teaching reading, they are as follows:

- 1) A disadvantages of Mind Map is that types of links being made are limited to simple associations.
- 2) Absence of clear links between ideas is a constrains. Mind Map have been said to be idiosyncratic in terms of their design, often hard for others to read, representing only hierarchical relationship (in radial form), inconsistent in terms of level of detail, often too complex and missing the 'big picture'.³⁹

16. Teaching Reading Comprehension on Narrative Text by Using Mind Map Technique.

The procedure of teaching reading by using mind map technique are as follows:

- 1) Teaching vocabularies in pre- reading stage
- 2) Represent understanding in reading comprehension in post- reading stage
- 3) Brain storming to activate vocabularies schema in pre-reading stage
- 4) Working in groups to answer comprehension questions during while reading stage
- 5) Constructing mind maps and present it to class.
 - Start in the center of a blank turned sideways.
 - Use a image or picture for your central idea.

³⁹Maertins Davies, *Concept Mapping, Mind Map and Argument Mapping: What Are the Differences and Do They Matter?*, 2010, p.5.

- Use colours throughout.
- Connect you main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
- Make your branches curved rather than straight-lined.
- Use one key word per line.
- Use image throughout.⁴⁰

6) Activate vocabularies' schema in pre-reading stage

From those steps, there are many steps that can be applied in teaching reading comprehension using mind map in experimental class. Mind map is one of technique that can be applied as lesson plan based on curriculum 2013. with the existence of mind map can make it easier for students to remember for a long time and make students more creative to develop ideas that they get from a text.

17. Reading Aloud Technique

According to Nation, Reading Aloud Technique is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to others.⁴¹ It means that Reading Aloud Technique is useful activity for the reader and the listener in this listening the text and can increase the comprehension in the reading.

⁴⁰Tony Buzan, *Op.Cit*, p.15.

⁴¹I.S.P Nation, *Teaching, Reading and Writing*, (New York: Routledge, 270 Madison Ave, NY 10016, 2009),p.68.

According to Richards and Schmidt reading aloud technique is saying a written text aloud.⁴² It means that reading aloud technique is reading text with aloud and the other people around us can listen what we read. In teaching reading this is often done to establish graphemic-phonemic correspondences or to learn distinguish sense group in a text.

Based on those theories above, the research concluded that reading aloud technique is an activity and a tool for the teachers, students and the readers when they read. Where, when we read the text other people around us can listen what we read. In the other hand, reading aloud technique enables learner to develop the skill of reading very well by speaking of expressing ideas, makes reading very enjoyable, improve listening skill, expands vocabulary, improve reading comprehension, and no less important is the growing interest in reading students.

18. Procedure of Reading Aloud Technique

Below is the procedure of reading aloud technique are as follows:

- a. Choose a text is sufficiently interesting to read aloud. Limit your self to a selection that is less than five hundred words.
- b. Introduce the text to the participant highlighting key point or issues to be raised.
- c. Section of the text by paragraph or some other means invite volunteers to read different section.

⁴²Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (England: Great Britain, Fourth Edition, 2010),p.483.

- d. As the reading progresses, stop when appropriate to emphasize certain point, raise or entertain question, give example, allow brief discussions if participant show a interest in certain portions. The proceed with the reading.⁴³

19. Advantages and Disadvantages of Reading Aloud Technique

a. Advantages of Reading Aloud Technique

These are some advantages of reading aloud technique:

- 1) It enables learner to develop the skill of reading very well by speaking or expressing ideas.
- 2) It enables learner to develop the skill of pronounce very well.
- 3) It makes reading very enjoyable while teacher uses reinforcement during reading.
- 4) Language learning is a kind of information when teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very effective.

b. Disadvantages of Reading Aloud Technique

There are some disadvantages of reading aloud technique:

- 1) Over crowd class is very big problem the teacher cannot provide sufficient opportunities to all students.

⁴³ Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nuansa, 2011), p.152.

- 2) At earlier reading aloud technique is very necessary if enough training of reading aloud technique at secondary stage.
- 3) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students hardly get the chance of reading, so they become the passive learners. Reading Aloud Technique takes more time so it is time consuming. All students cannot read at a time so managing classroom become impossible.⁴⁴

B. Frame of Thinking

Reading is one of the important things to get any information. The teacher uses reading aloud technique. Reading Aloud Technique is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to others. School case, reading is an essential skill because the students face written text in their textbooks almost every day. In fact, the students face difficulties in learning process, especially in learning English. It is a serious problem because the difficulties influence other teaching and learning component. The students are not able to comprehend a passage well, so they cannot understand information of the passage comprehensively. There should be a solution to solve this problem.

From the previous theoretical review, the research will solve this problem by using Mind Map Technique. There were several advantages of the use of the Mind Map

⁴⁴ M.F. Patel, M. Jain, *English Language Teaching*, (Jaipur: Sunrice Publisher and Distributors, Vaishali Nagar, 2008), p.122.

in the learning process. The Mind Map Technique helps the students to simplify a concept and description, to balance human brain activity, to guide them reading a text in a joyful way, to invite them to make innovation, and to help them to recall any information they have read easily. The Mind Map Technique of reading a written text is one of effective ways to comprehend the text.

This technique is considered appropriate with the condition of the students there. It can make the students feel comfortable and get high score if learn text narrative, with the learning activities and achieve the aims of the reading skill. Therefore, the Mind Map Technique is an appropriate technique to solve the problem identified by the researcher in the class VIII at MTs GUPPI Banjir Way Kanan.

C. Hypothesis

Based on the theories and statements above, the researcher state the hypothesis as follows:

H_a : There is a significant influence of using Mind Map Technique towards students' reading comprehension.

H_0 : There is no a significant influence of using Mind Map Technique towards students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used experimental research. According to Sugiyono, experimental research is a research method used to look for the influence of a certain variable towards another in a controlled condition.¹ The researcher used quasi experimental design. The researcher selected two classes, one class was as experimental class and another class was as control class. The variety of quasi experimental design can be divided into two main categories, they are post-test only design and pre-test design.²

In this research, the researcher applied pre-test and post-test group design. Creswell states that we can apply the pre-test and post-test design approach to a quasi experimental design. The researcher assigned intact groups the experimental and control, administer a pre-test to both groups, conduct treatment activities with the experimental group only, and then a post-test to assess the differences between the two groups.³

In this research, the students in experimental class which taught by using Mind Map and the students in control class was taught by using reading aloud

¹Sugiyono, *Metode Penelitian Pendidikan, (Pendidikan Kuantitatif, Kualitatif dan R&D)*, (Bandung: Alfabeta, 2016), p.107.

²John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed*, (Boston: Pearson Education, 2012), p.309.

³*Ibid*, p.312.

technique. After getting the data, the researcher analyzed them by using quantitative approach, the design is illustrated as follows:⁴

$$\mathbf{G1 (Random) = T1 X T2}$$

$$\mathbf{G2 (Random) = T1 O T2}$$

Where:

G1 : Group One (Experimental Class)

G2 : Group Two (Control Class)

T1 : Pre-test

T2 : Post-test

X : Treatment by using Mind Map Technique

O : Treatment by reading aloud technique

B. Variable of Research

Variable is a quantity which can take a number of different values or states. According to Setiyadi, there are two kinds of variable, they are independent variable and dependent variable. Independent variable is a variable that are easily obtained and can be diversified into free variable, which dependent variable is the effect of independent variable.⁵

In this study, the researcher focused on two variable:

⁴Sugiyono, *Op.Cit*, p.111.

⁵Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.106.

1. Independent Variabel

The independent variable in this research was Mind Map Technique that is symbolized by (X).

2. Dependent Variable

The dependent variable in this research was the students narrative text reading comprehension that is symbolized by (Y).

C. Operational Definition of Variabel

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variable present in this research. It is also aimed with in other the research that has clarity about the data needed, so the researcher investigated the data that was related with the variables of this research. The operatinal definition of the variable of this research are were follows:

1. Independent Variable (X)

Mind Map is the expression of the human mind to make maps of creative ideas easy to understand in a text reading. On the other hand, Mind Map for the learner to develop excellent reading comprehension by tallking about expressing ideas, making reading very enjoyable, mastering vocabulary, improving reading comprehension, and no less important.

2. Dependent Variable (Y)

Reading comprehension is a process done by reader to get information contained in the text namely by understanding an existing text reading.

D. Population, Sample and Sampling Technique

1. Population of Research

According to Arikunto, population is all of the research subjects.⁶ The population of this research was the students at the first semester of the eighth grade of MTs GUPPI Banjit Way Kanan in the academic year of 2018/2019. Total number of population is two hundred five students' in seven classes.

Table 2
The Total of the Students at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year 2018/2019

No	Class	Gender		Number of Students
		Male	Female	
1	VIII A	19	11	29
2	VIII B	20	10	29
3	VIII C	19	12	31
4	VIII D	18	10	28
5	VIII E	20	11	31
6	VIII F	29	10	29
7	VIII G	19	11	28
Total				205

Source: Total of Students Class VIII in MTs GUPPI Banjit Way Kanan Academic Year of 2018/2019.

⁶Suhasimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.173.

2. Sample of Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁷ It can be elaborated that sample is a group of individual as a part of population which is chose as representative data of the whole population. Therefore, the researcher took two classes as the sample one class control and one class experimtal class.

3. Sampling Technique

Im conducting this research, the researcher took sample from the population of the research by using cluster random sampling technique. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. The researcher used cluster random sampling technique because the population is in groups and homogenous.

Based on the explanation above, to determine the class of cluster random sampling, the researcher took the sample from group of class. Steps in determining the experimental class and control class were as follows:

- a. The first, the researcher provided three pieces of paper, each piece of paper contains the name of class.
- b. The papers were rolled.

⁷*Ibid*, p.177.

- c. Then, the researcher shook the rolled papers to determine both of the classes, one paper was for the experimental class and another paper was for the control class.

E. Data Collecting Technique

To know the influence of using Mind Map Technique in this quantitative research, the researcher used test as the instruments to get the data through multiple choice questions. There were two kinds of test used:

1. Pre-test

Pre-test was delivered at the first time before the researcher applied the treatment in both experimental and controlled class.

2. Post-test

Post-test was administered to know the students narrative reading comprehension after they are given the treatment by using Mind Map Technique.

F. Research Procedure

There were three steps that were done in this research, they were:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. The procedure of making plan of this research as follows:

a. Determining the Subject

The researcher chose the eighth grade of MTs GUPPI Banjit Way Kanan as the subject of the research, VIII D as the experimental class and VIII G as the control class.

b. Preparing Try-out

The researcher prepared a kind of test (call try-out). The researcher used instrument of pre-test and post-test as the try-out. Then, the researcher evaluated the test items to get good items that were tested in pre-test and post-test

c. Preparing Pre-test

The researcher prepared a kind of test (call pre-test) that were give to the students and used the instruments which had already been tried out before.

d. Determining the Material

The researcher determined the materials that were taught to the students and the material is narrative text reading.

e. Preparing the Post-test

The researcher prepared a kind of test (call post-test) that were given to the students to know whether the students' reading comprehension in narrative text increases or not.

2. Application

After making plan, the researcher tried to apply to research procedure.

There were some steps in doing this research, they were:

- a. First meeting, the researcher gave try-out. The question was multiple choice that consist of 40 items with option A, B, C, and D. This test was given to the student which does not become the sample of the research.
- b. Second meeting, the researcher gave pre-test to the control class and experimental class. The test was multiple choice, the number of test was taken from the result of try-out test. It meant that only the valid and reliable test item used in pre test.
- c. After gave the pre-test to the student, researcher conducted the treatment through Mind Map Technique.
- d. In the last meeting, the researcher gave post-test. This test was multiple choice test, the total number of test was taken from the results of try-out test. It meant that only that valid and reliable test items that used in post test.

3. Reporting


The next steps was one in the research procedure is reporting. There were three steps which done in reporting. The steps as follows:

- a. The researcher analyzed the data that are already received from try-out test.

- b. The researcher analyzed the data that are already received from pre-test and post-test.
- c. Made a report of the findings.

G. Research Instrument

Instrument of this research was a test for reading comprehension. To get a good result of test reading comprehension, the researcher consulted it with the language assessment theory, especially in reading there were some criteria that commonly used in measuring students' reading comprehension. They were:

- 
- a. Main idea (topic).
 - b. Expression/ idiom/ phrases in context.
 - c. Inference (implied detail).
 - d. Grammatical features.
 - e. Detail (scanning for a specifically stated detail).
 - f. Excluding facts not written (unstated details).
 - g. Supporting idea(s).
 - h. Vocabulary in context.

In this research, the researcher used test as an instrument to collect the data. The kind of this test was used for the reading comprehension test, the researcher made two instruments, they were pre-test and post-test. The instrument was multiple choice test. Each instrument consisted of 40 questions with 4 options (A, B, C and

D). The specification of test for pre-test and post-test items before validity test as follows:

Table 3
The Blueprint Try out Pre-Test and Post-test

No	Aspek	Item Number					
		Pre-test			Post-test		
		Old	Even	Total	Old	Even	Total
1	Main idea (Topic)	27, 37	6, 20, 36	5	1, 27, 37	14, 30	5
2	Expression/ idiom/ pharaseses in context	3, 35	22, 32, 40	5	17, 25, 35	2, 8	5
3	Inference (implied detail)	5, 15, 17	4, 24	5	31, 39	4, 22, 32	5
4	Gramatical features	21, 25, 31	28, 34	5	3, 15, 21	18, 38	5
5	Detail (Scanning for specifically stated detail)	7, 9, 23	2, 14	5	7, 9, 11	6, 12	5
6	Excluding facts not written	1, 13	26, 30, 38	5	5, 13	28, 34, 36	5
7	Supportng idea (s)	11, 19, 33	16, 18	5	19, 23	16, 24, 26	5
8	Vocabulary in context	29, 39	8, 10, 12	5	29, 33	10, 20, 40	5
Total		40			40		

Based on the table above, it can be concluded that there were 40 questions with 4 options (a,b,c, and d) for each instrument, pre-test and post-test before validity test. The researcher measured students' reading comprehension with 8 aspects, such as Main idea (topic), Expression/ idiom/ phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context. The total items of the instrument were 40 items.

Table 4
The Pre-Test Items after Validity

No	Aspect	Distribution		Total
		Odd	Even	
1	Main Idea (Topic)	5,23	16	3
2	Expression/ idiom/ phrases in context	3,21	18	3
3	Inference (implied detail)	15	14,12	3
4	Gramatical features	17	20	2
5	Detail (Scanning for specifically stated detail)	7	2,6	3
6	Excluding facts not written	1,11,19	24	4
7	Supportng idea (s)	9,13	14,22	4
8	Vocabulary in context	25	8,10	3
Total		13	12	25

Based on the table above, it can be concluded that there were 25 questions with 4 options (A,B,C, and D) for each instrument, pre-test after validity test using ANATES Version 4. The researcher measured students' reading comprehension with 8 aspects, such as Main idea (topic), Expression/ idiom/ phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context. The total items of the instrument were 25 items.

Table 5
The Post-Test Items after Validity

No	Aspect	Distribution		Total
		Odd	Even	
1	Main Idea (Topic)	1,11,19	24	4
2	Expression/ idiom/ pharasases in context	7,17	2	3
3	Inference (implied detail)	23	4,14,20	4
4	Gramatical features	3	12	2
5	Detail (Scanning for specifically stated detail)	-	6,8	2
6	Excluding facts not written	5	10,22	3
7	Supportng idea (s)	13,15,18	-	3
8	Vocabulary in context	9,21	16,25	4
Total		13	12	25

Based on the table above, it can be concluded that there were 25 questions with 4 options (A,B,C, and D) for each instrument, post-test after validity test using ANATES Version 4. The researcher measured students' reading comprehension with 8 aspects, such as main idea (topic), expression/ idiom/ phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), vocabulary in context. The total items of the instrument were 25 items.

H. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. The highest score was 100.

The score of pre-test and post-test was be calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S = Score of test

r = Total of right answer

n = Total items

I. Validity and Reliability

1. Validity of The Test

A good test is test that has validity. The test can be said valid if the instrument item can be use to measure what should be measured.⁸ In other words, a test is valid if the test can really test what needs to be test correctly. The researcher analyzed the test from content and construct validity to measure whether the test is validity or not.

a. Content validity

Content validity is the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.⁹

Content validity can be found by relating the material of the test with the curriculum for MTs. It means that the researcher gave the test to the sample based on the current curriculum in the school.

To get contents validity of the reading test, the test adapted with the students' book. The researcher consulted to the English teacher of MTs GUPPI Banjit Way Kanan, Mrs. Desi Novita Sari S.Pd.I, tried to arrange the material based on the objectives of teaching in school based curriculum and syllabus for eighth grade of MTs GUPPI Banjit Way Kanan.

⁸Sugiyono, *Op. Cit.*, p. 173.

⁹John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 618.

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.¹⁰ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. To make sure the researcher consulted to the English teacher of MTs GUPPI Banjit Way Kanan, Mrs. Desi Novita Sari S.Pd.I, for determining whether the test has obtained construct validity or not.

c. Item Validity

Item validity use to measure whether test item are valid or not. In the research of the test validity which consist 40 items multiple choice. The researcher calculated the data by using ANATES V.4. The result of the items tryout for pretest and post test there were 25 items considered valid. They were number 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 20, 21, 22, 30, 31, 32, 33, 37, 38, 39 in pre test. Meanwhile, in post test they were number 1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 14, 15, 16, 18, 19, 20, 25, 26, 27, 31, 33, 34, 35, 37, 40.

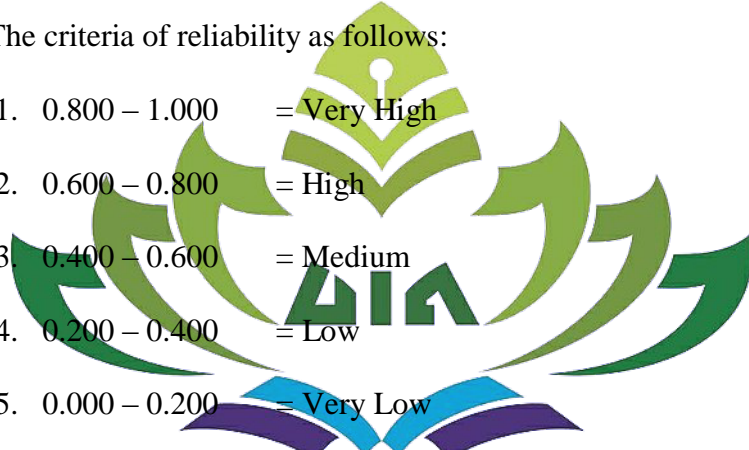
2. Reliability of The Test

Arikunto says that reliability show that an insturment can be belived to be use as a tool of data collecting technique when the instrument is good

¹⁰*Ibid.* p. 618.

enough.¹¹ A test is reliable if the test is able to give constant result even though the test give repeatedly to the same individuals or sample. In addition, Sugiyono states that the reliable instrument which is if use to measure the same object for some times will result same data.¹² Reliability refers to consistency of the test. The researcher used ANATES version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the instrument are got or not.

The criteria of reliability as follows:

- 
1. 0.800 – 1.000 = Very High
 2. 0.600 – 0.800 = High
 3. 0.400 – 0.600 = Medium
 4. 0.200 – 0.400 = Low
 5. 0.000 – 0.200 = Very Low

From the criteria of reliability, it can be drawn a conclusion that result obtained in the cronbach alfa of reliability on pre test was 0,828 (r- Hitung) and $r = 0,361$ (r-Table). It means that reliability of pretest items was high than the reliability r- Hitung. While the result reliability post test was 0,886 and $r = 0,361$ it means that the reliability of the test in this research are very high and reliable.

¹¹Suharsimi Arikunto, *Op. Cit.*, p. 221.

¹²Sugiyono, *Loc. Cit.*

J. Data Analysis

1. Fulfilment of The Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. The data gained statistically was analyzed by using SPSS (*Statistical Program for Social Science*) steps as the following formula show:

a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research was used statistical computation by using SPSS (*Statistical Program for Social Science*) version 22. The test of normality employed were Shaviro Wilk. The hyphoteses fo the normally test are formulated as follows:

H_0 = The data are normally distributed

H_a = The data are not normally distributed

The criteria are as follows:

H_0 is accepted if sig. > $\alpha = 0.05$

H_a is accepted if sig. < $\alpha = 0.05$ ¹³

¹³ Budiyo, *Statistika Untuk Penelitian*, (Surakarta: UNS Press, 2009), p.171.

b. Homogeneity Test

Before administering the data in t-test, it is necessary that the data are homogenous or not. The following explanation is to prove homogeneity of the test.¹⁴ Homogeneity test is used to know whether the data in experimental class and control class are homogeneous or not. The researcher used SPSS (*Statistical Program for Social Science*). The test of homogeneity employed is Levene Statistic test.

The hypotheses for the homogeneity test are formulated as follows:

H_0 : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

The criteria for homogeneity test are as follows:

H_0 is accepted if sig. $> \alpha = 0.05$

H_a is accepted if sig. $< \alpha = 0.05$

2. Hypothetical Test

In this research, the researcher analyzed the data by using independent sample T- test. The researcher used SPSS (*Statistical Package for The Social Sciences*) where the hypotheses of the research are as follows:

H_0 : There is no a significance Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjir Way Kanan in the Academic Year of 2018/2019.

¹⁴ *Ibid*, p.250

H_a : There is a significance Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019.

While criteria acceptance or rejection of the test are:

H_o is accepted if $\text{sign} > \alpha = 0,05$

H_a is accepted if $\text{sign} < \alpha = 0,05$



CHAPTER IV

RESULT AND DISCUSSION

A. Findings

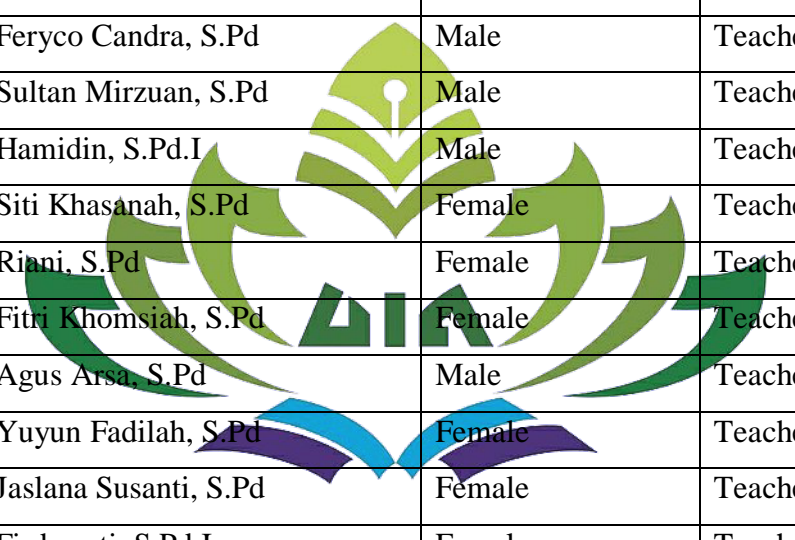
1. The Situation of MTs GUPPI Banjit Way Kanan

MTs GUPPI Banjit Way Kanan is an Islamic school which is located on Jl. Hary Murdani No. 79 Argomulyo Banjit Way Kanan. MTs GUPPI Banjit Way Kanan starts their activity at 07.15 am to 14.30 pm. The total of the students of MTs GUPPI Banjit Way Kanan are 612, whereas the total of the teacher of MTs GUPPI Banjit Way Kanan 45 teachers.

The data can be seen as follows :

Table 6
The Teacher and Staffs of MTs GUPPI Banjit Way Kanan

No	Name	Female/Male	Position
1	Sugeng Utomo, BA	Male	Pemilik sekolah
2	Rusdah Fauziah, S.Pd	Female	Headmaster
3	Suhairi, BA	Male	Teacher
4	Anan, S.Pd	Male	Teacher
5	Tumin	Male	Teacher
6	Heri Wijaya, S.Pd.I	Male	Teacher
7	Enny Kurnila, S.Ag	Female	Teacher
8	Heriyani, S.Ag	Female	Teacher
9	Faisal Wahyudi, S.Pd.I	Male	Teacher
10	Desi Herawati, S.Pd	Female	Teacher
11	Binta Mu'tabaroh, S.Pd.I	Female	Teacher
12	Dede Surawan, S.HI	Male	Teacher



13	Eva Susanti, S.Pd.I	Female	Teacher
14	Erliani, S.Pd	Female	Teacher
15	Novi Triani, S.Pd	Female	Teacher
16	Ria Eka Yuliasari, S.Pd.I	Female	Teacher
17	Desi Novita Sari, S.Pd.I	Female	Teacher
18	Tri Yuliana, S.Pd.I	Female	Teacher
19	Winarti, S.Pd	Female	Teacher
20	Sugianti, S.Pd.I	Female	Teacher
21	Harisman Hadi, S.Pd.I	Male	Teacher
22	Irsad Wildan, S.Sos	Male	Teacher
23	Feryco Candra, S.Pd	Male	Teacher
24	Sultan Mirzuan, S.Pd	Male	Teacher
25	Hamidin, S.Pd.I	Male	Teacher
26	Siti Khasanah, S.Pd	Female	Teacher
27	Rinni, S.Pd	Female	Teacher
28	Fitri Khomsiah, S.Pd	Female	Teacher
29	Agus Arsa, S.Pd	Male	Teacher
30	Yuyun Fadilah, S.Pd	Female	Teacher
31	Jaslana Susanti, S.Pd	Female	Teacher
32	Firdawati, S.Pd.I	Female	Teacher
33	Ema Yunita, S.Pd	Female	Teacher
34	Umi Sakdiah, S.Pd.I	Female	Teacher
35	Rika Novalia, S.Pd	Female	Teacher
36	Sri Agustini, S.Pd	Female	Teacher
37	Fitri Handayani, S.Pd.I	Female	Teacher
38	Sarif Pratama, S.Pd	Male	Teacher
39	Sri Apriani, S.Pd	Female	Teacher
40	Abdullah Jawawi	Male	Teacher
41	Sagita Ambar Sari	Female	Teacher
42	Lia Prianticha, S.Pd	Female	Teacher

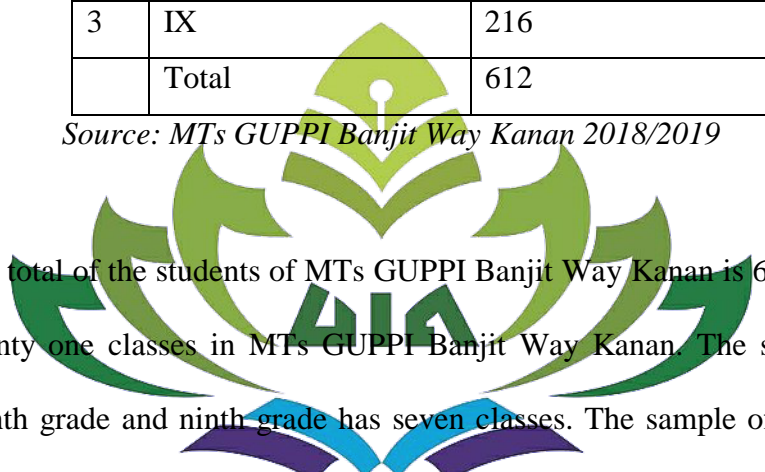
43	Ratih Dwi Rahayu, S.Pd	Female	Teacher
44	Okta Liza S.Pd	Female	Teacher
45	Misbahudin	Male	Teacher

Source: MTs GUPPI Banjit Way Kanan 2018/2019

Table 7
The Student of MTs GUPPI Banjit Way Kanan

No	Class	Total
1	VII	191
2	VIII	205
3	IX	216
	Total	612

Source: MTs GUPPI Banjit Way Kanan 2018/2019



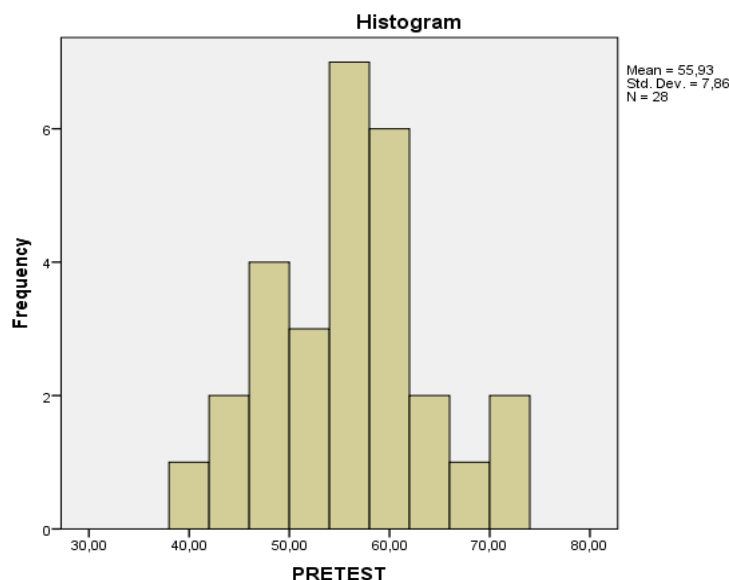
The total of the students of MTs GUPPI Banjit Way Kanan is 612. There are twenty one classes in MTs GUPPI Banjit Way Kanan. The seventh grade, eighth grade and ninth grade has seven classes. The sample of this research was the eighth grade. The total number of the eight grade was 205.

B. Result of the Research

1. Result of Pre-test in Experimental Class

The pre-test was administered on July 31th, 2018. It was the first meeting, the researcher conducted pre-test order to find out the previous students ability in reading comprehension in narrative text. The scores of students' answer tested in pre-test in the experimental class could be seen in figure 1.

Figure 1
Graph of the Result of the Pre-test in Experimental Class

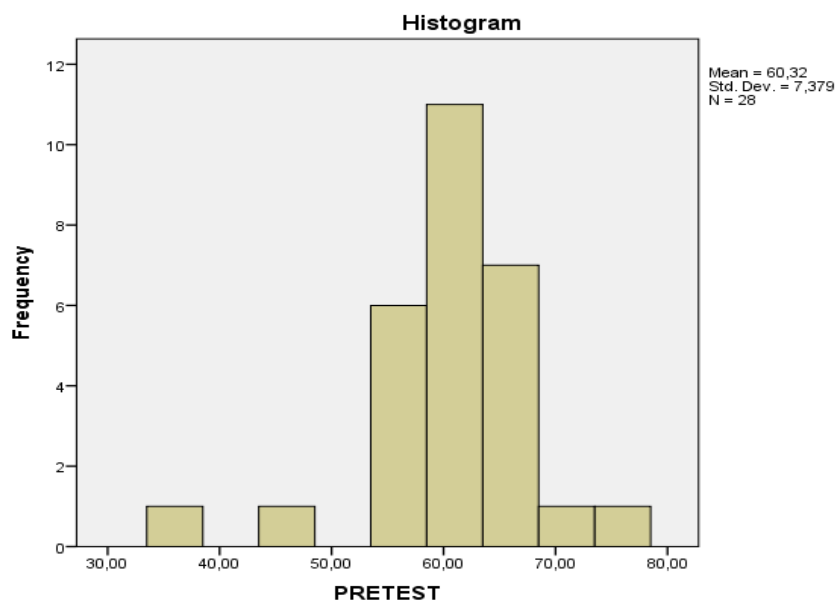


Based on figure 1, it could be seen that 7 students got score >40 (25,0%), 10 students got score >50 (35,7%), 8 students got score >60 (32,1%), and 2 students got score >70 (7,2%). The mean of pre-test in experimental class was 60.30, standard of deviation was 6.148, N was 22, median was 61.00, variance was 37,801 minimum score was 52, and maximum score was 72. (See appendix 9).

2. Result of Pre-test in Control Class

The researcher also gave pre-test in control class to know their reading comprehension in narrative text. It was administered on August 1th, 2018. The scores of students' answer tested in pre-test in the control class could be seen in figure 2.

Figure 2
Graph of the Result of the Pre-test in Control Class



Based on figure 2, I could be seen that 2 students got score > 35 (7,2%), 6 students got score >55 (21,4%), 15 students got score >60 (53,57%), 3 students got score >65 (10,7%), and 2 student got score >70 (7,2%). The mean of pre-test in control class was 59.72, standard of deviation was 5.239, N was 23, median was 59.00, variance was 27.451, minimum score was 48, and maximum score was 70. (See appendix 10).

3. Data Analysis of the Treatment

a. First Meeting

The first meeting was held on Tuesday, August 7th 2018. Each treatment lasted for 90 minutes. The researcher explained the material to the students, in this research was narrative text. So, they got some general illustration about the narrative text. The researcher explained about

narrative text, especially about information about text and the generic structure of narrative text. The topic in the first treatment is The Legend of Lake Toba.

The researcher explained of Mind Map Technique that was used. In here the researcher explained what Mind Map and how the procedure of Mind Map Technique. After that, the resarcher started to read the narrative text about The Legend of Toba Lake to know about generic structure and information in text. The researcher gave question for students, after they finished we can discussed together about the question answer.

b. Second Treatment

In the second treatment the writer administered on August 8th, 2018. Like previous treatment in each treatment lasted for 90 minutes. The topic in the second treatment is The Lion and The Mouse.

After explaining about the material, the researcher told the students that they did excercise while make Mind Map with procedure in the first treatment and the students doing the exercise using Mind Map Technique. After that the researcher and students discussed together, then the researcher gave to the students to ask if they had difficulty.

c. Third Treatment

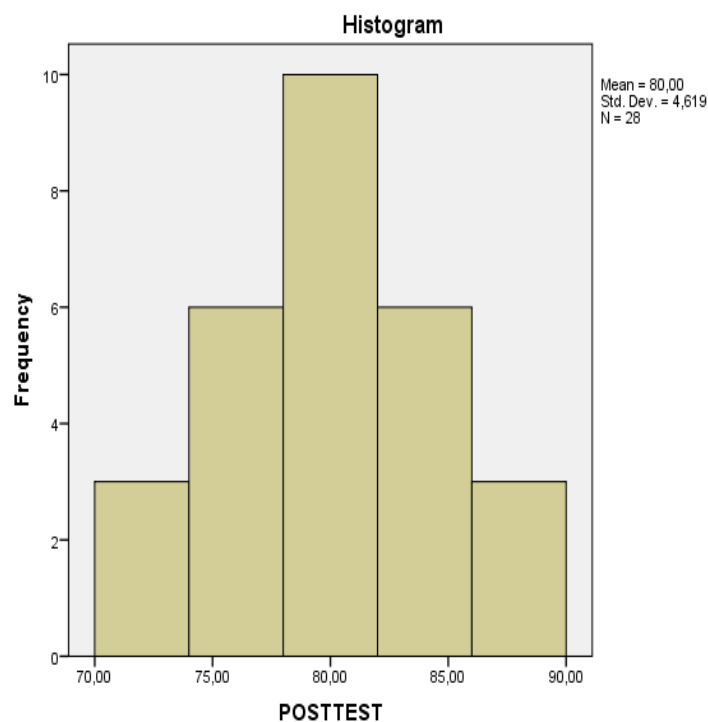
In the third treatment the researcher administered on August 13th, 2018. Like previous treatment in each treatment lasted for 90 minutes. In this session, the researcher discussed about topic The Story of The Smart Parrot.

After explaining about the material, the researcher told the students that they did exercise based on the topic given while using Mind Map Technique like the first and the second treatment. The procedure was same with the previous treatments.

4. Result of Post-test in Experimental Class

The researcher conducted post-test in order to find out the students' increase in reading comprehension in narrative text after they got treatment by using Mind Map Technique. The post-test was administered on August 14th, 2018. The scores of students' answer tested in post-test in the experimental class could be seen in figure 3.

Figure 3
Graph of the Result of the Post-test in Experimental Class

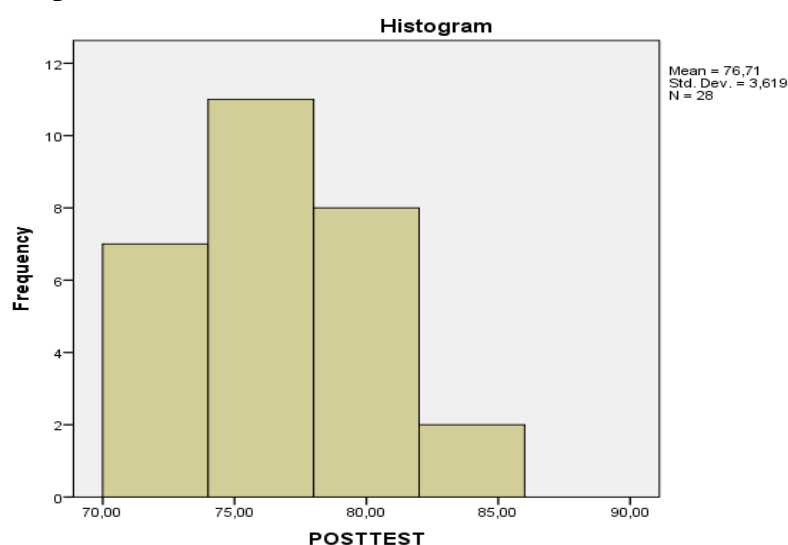


Based on figure 3, it could be seen that 3 students got score >70 (10,7%), 6 students got score >75 (21,4%), 16 students got score >80 (57,1%), 3 students got score >80 (10,7%), and 1 student got score >85 (4.54%). The mean of post-test in experimental class was 77.30, standard of deviation was 4.434, N was 22, median was 77.50, variance was 19.659, minimum score was 65, and maximum score was 85. It showed students' reading comprehension after they got the treatments. It can be seen in appendix 11.

5. Result of Post-test in Control Class

The researcher also conducted post-test in control class in order to find out the students' development in reading comprehension in narrative text after they got treatment by using Reading Aloud Technique. The post-test was administered on August 14th, 2018. The scores of students' text tested in post-test in the control class could be seen in figure 4.

Figure 4
Graph of the Result of the Post-test in Control Class



Based on figure 4, it could be seen that 7 students got score >70 (25.0%), 11 students got score >75 (39.3%), and 10 students got score >80 (35.8%). The mean of that post-test in control class was 76.71, standard of deviation was 3.619, N was 28, median was 76.73, variance was 13.101, minimum score was 72, and maximum score was 84. It can be seen in appendix 12.

Based on the data of pre-test and post-test for both control and experimental class, it can be seen that there was improvement in both classes. from the figur 1 and 3, The mean of pre-test of experimental class was 55,92 and the post-test was 80.00. Whereas, From the figure 2 and 4 above, the mean of pre-test of control class was 60,32 and the pos-test was 76,71. The improvement can be seen on both classes. But, the score of experimental class was higher than the control class. the difference beatween experiemntal and control class, in experimental class the researcher using Mind Map Technique, this tehnikue can improved students reading comprehension, make a studeant easy, be more active and confident to learning english. But, control class the teacher just used Reading Aloud Technique.

C. Data Analysis

After concluding the data, the data were analyzed by using SPSS (*Statistical Program for Social Science*) version 22. SPSS is a comprehensive system for analyzing data. The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

1. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normal or not. The result of pre-test and post-test which have been obtained where tested their normality by using SPSS (*Statistical Program for Social Science*) version 22.

a. The hypotheses are :

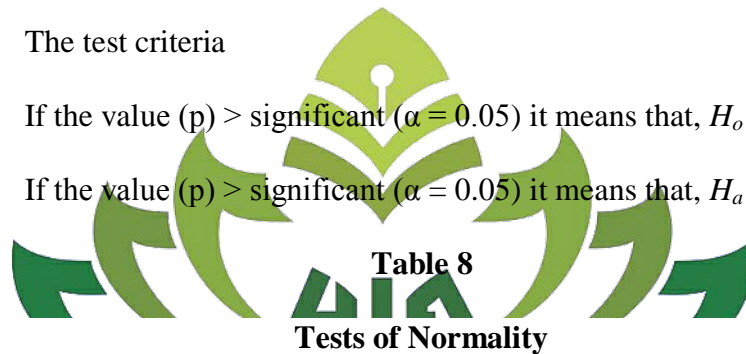
H_o : The data have normal distribution.

H_a : The data do not have normal distribution.

b. The test criteria

If the value (p) > significant ($\alpha = 0.05$) it means that, H_o was accepted.

If the value (p) > significant ($\alpha = 0.05$) it means that, H_a was accepted.



Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Experiment Class	,153	28	,091	,930	28	,060
Control Class	,152	28	,098	,925	28	,045

a. Lilliefors Significance Correction

The sample of each control and experimental class were consisted of 28 students. The Kolmogorov-Smirnov should be used if the sample was more than 30 and the Shapiro-Wilk should be used if the sample was less 30.

Because of that reason, the normality of the data was analyzed by using Shapiro-Wilk since the sample was only 28. Based on Table 8, it can be seen that Sig. (P_{value}) in the table of Shapiro-Wilk was 0.60 and $\alpha = 0.05$. It means that $\text{Sig. } (P_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the population is in the normal distribution.

2. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not. The result pre-test and post- test which have been obtain were tested their homogeneity by using SPSS (*Statistical Program for Social Science*) version 22.

- a. The hypotheses were :

H_a = The variance of the data is not homogeneous

H_0 = The variance of the data is homogeneous

- b. The criteria of the test were follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

Table 9
The Result of Homogeneity Test

Score

Levene Statistic	df1	df2	Sig.
2,036	1	54	0,159

After analyzing the normality data, the data were analyzed for it is homogeneity. In this research, the Levene Statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that *Sig.* (P_{value}) = 0.159 > $\alpha = 0.05$. It demonstrated that H_o was accepted because *Sig.* (P_{value}) > $\alpha = 0.05$. It means that the variance of the data was homogenous.

3. Result of Hypothetical Test

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objective's of the research accomplished. The hypothetical was tested by using SPSS (*Statistical Program for Social Science*) version 22.

The hypotheses as follows:

H_o : There is no a significance Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019.

H_a : There is a significance Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. < \alpha 0.05$

H_o is accepted if $Sig. > \alpha 0.05$

Table 10
The Result of Hypothetical Test
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2- taile d)	Mean Diffe rence	Std. Error Diffe rence	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	2,036	,159	- 4,677	54	,000	- 8,679	1,855	- 12,398	- 4,959
Equal variances not assumed			- 4,677	49,0 24	,000	- 8,679	1,855	- 12,407	- 4,950

Based on the result obtained in the independent sample t-test in the table 8 that the value of significant generated Sig. (P_{value}) = $0.000 < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significance Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019.

D. Discussion

At the beginning of the research, the researcher explained there were some procedures used to know students' reading comprehension in narrative text. Some tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in reading comprehension in narrative text before they were given treatments by the researcher.

Based on the finding of the research, there is a significant influence of using Mind Map Technique on the student reading comprehension in narrative text. It showed by conducted three times treatments. In the first treatments was held on August 7th 2018. The second treatment was held on August 8th 2018. The third treatment was held on August 13th 2018. The students who were taught Mind Map Technique could understand how to read the text well and comprehend the text well, because they have to know means of the text and were active in the class.

Mind map technique has been researched by Lani, entitle ‘ ‘ Improve students' Reading Skill by Using The Mind Map Technique at SMAN 1 Kretek in the Academic year of 2013/2014’’. It was found that the mind map technique is one

of many reading techniques which encouraged the students to improve their skills of reading. When they could improve their reading skills, they would be able to understand a text they read and grab information within the text easily. This study has proven that the students' reading skills were improved after the researcher implemented some actions in the classroom. From the findings above, it can be implied that the teacher should use this technique because it has some benefits in teaching reading and can improve the students' comprehension because they have mastered the skills of reading. It is also suggested for other English teachers to use this technique in the classroom in the reading teaching and learning.¹

Another research conducted by Een, entitled "The Influence of Using Concept Mapping Towards Students' Descriptive Paragraf Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic year of 2016/2017". There is a significant influence of using concept Mapping toward students' descriptive paragraph writing ability of the first semester of the tenth grade of SMAN 2 Liwa.²

According to the result of the data analysis by using SPSS (*Statistical Program for Social Science*). The result showed, the post-test was given to measure The Influence of Using Mind Map Technique Towards Students' Reading

¹Lani Suryani, Improve Students Reading Skill by Using The Mind Map Technique at SMAN 1 Kretek in the Academic Year 2013/2014, *Thesis*, English Departement Faculty of Language and art University of Yogyakarta, 2015.

²Een Efrianti, The Influence of Using Concep Mapping Towards Students Descriptive Paragraph Writing Ability at the First Semester of the Tenth Grade of SMAN 2 Liwa in the Academic Year of 2015/2017, *Thesis*, English Departement Tarbiyah and Teacher Training Faculty State Insitute of Islam Stiudies Raden Intan Lampung, 2016.

Comprehension in Narrative Text in both classes after treatments done. The mean score of post-test in experimental class was 80.00 and the mean score of post-test in control class was 76.71. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Next, the researcher analyzed the data of normality test score and showed that the data were normal and the data of homogen were homogenous.

Based on the result of the students' pre-test score and post-test score, it showed that the students' post-test is higher than in pre-test. Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means that the treatments have Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text, so alternative hypothesis is accepted. The result of the data analysis showed that Mind Map Technique in teaching reading comprehension can be implemented. The technique encouraged the student to be more active and motivated in learning reading, especially in reading narrative text.

In conclusion, the researcher concluded that Mind Map Technique was more helpful to students enjoyed, understand about information at the text, and increased their vocabulary. It was because Mind Map Technique is not only juts reading but student can make map used many colour. So finally there is a significance Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure The Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text in both classes after treatments done. The mean score of post-test in experimental class was 80.00 and the mean score of post-test in control class was 76.71. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The final judgment was not based on the mean of the students' score alone, but also the result of the value of significant generated Sig (P_{value}) with the Sig (P_{value}) which the Sig (P_{value}) should be < 0.05 .

In the previous chapter the result of the value of significant generated Sig. (P_{value}) had been calculated by using independent t-test's formula of SPSS (*Statistical Program for Social Science*) version 22. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_o is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that there is a significant The Influence of Using Mind Map Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of MTs GUPPI Banjit Way Kanan in the Academic Year of 2018/2019.

B. Suggestion

Based on the result of this research, the suggestions were proposed as followed:

1. For the Teacher

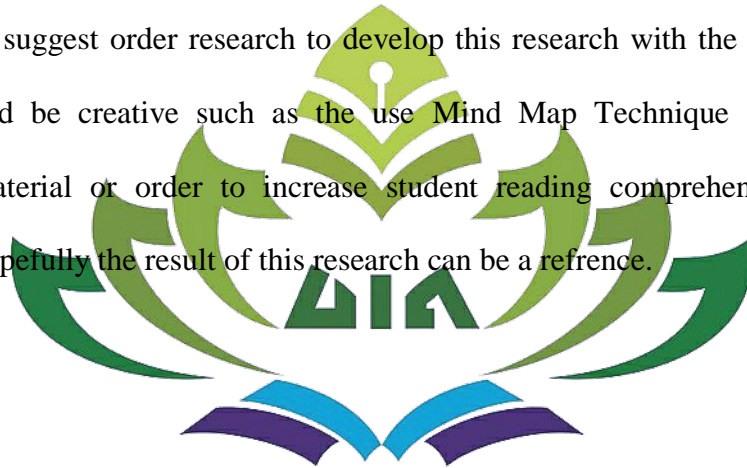
- a. In this research, it turned out that Mind Map Technique can help the students to improve the students' reading comprehension, where the students can be simulation to think actively and be more confident through this technique.
- b. The researcher found out that Mind Map Technique could increase students' reading comprehension, the English teacher can use Mind Map Technique as one of the way in teaching reading comprehension especially narrative text.
- c. The English teacher should give the students more exercises to improve their ability in reading comprehension especially narrative text.
- d. There should not be any limitation in expressing the students' ideas so that the students are motivated to learn and know more. It also makes the students feel more appreciated towards their own ideas.
- e. When the student encounter new material or technique for the first time, it is wish if the teacher helps or guides the student. It helps to build the students' confidence and motivation.

2. For students

- a. The students must be more confident and active in learning activity. Reading is not always about the text or the author's ideas but also can be the students ideas.

- b. The students should not afraid in expressing their ideas or making mistakes in teaching and learning process.
 - c. The students should learn and be more sriously in learning english in order to develop their reading.
 - d. The student should practice using Mind Map Technique the pattern they have learn with their friends or the teachers.
3. For the next researcher

After conducting this result and getting the result, the researcher would like to suggest order research to develop this research with the new innovation and be creative such as the use Mind Map Technique with difference material or order to increase student reading comprehension. Moreover, hopefully the result of this research can be a refrence.



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